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IDENTIFYING ABILITIES THROUGH STUDENT-DEVELOPING GAMES

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Annotation: this article will talk about the importance of training methods, their forms and scientific foundations in supporting the psychological development of schoolchildren. Through psychological trainings, the possibility of developing socio-emotional competencies in students, the formation of self-awareness and self-control skills is highlighted.

Keywords: psychology, training, method, pedagogy, questionnaire.

Introduction:

The modern educational system is not limited only to the provision of knowledge, but also serves as a comprehensive development of the individual, preparing him for social life. In this process, it is important to strengthen the psychological state of students, develop positive personal qualities. It is here that psychological training is manifested as an important tool.

The main part: the concept of psychological training and its functions

Psychological training is a system of special training aimed at improving the psychic state of an individual, being effective in social relationships, developing communication skills. Trainings perform the following tasks :

Increasing student self-awareness; Strengthening stress and pressure tolerance;

Formation of teamwork skills; Develop empathy, positive communication and problem-solving skills.

This paper outlines an innovative approach to the assessment of young children's informal mathematical abilities through the use of especially designed games¹. The range of games focus on a small number of critical aspects of mathematics identified in the research literature as being strong predictive factors of later success in mathematics at school. Examples of two of these games, and the results from a pilot study are presented. Children in the pilot phase were from Hungary, Australia and Malaysia, and were between two and six years of age. Two of the games, one for number and one for spatial sense, are presented here as examples of the approach taken by the researchers.

Scientific foundations: the effectiveness of psychological trainings is determined based on several areas of Psychological Science:

¹ K. Rogers. (1961). *On Becoming a Person: A Therapist's View of Psychotherapy*. Boston: Houghton Mifflin

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In modern education, it is important that the student is formed not only as an educated, but also as a mentally stable, socially active, self-aware and controlling person. Psychological training is used as an important tool along the way

This article analyzes the scientific and practical aspects of training sessions for children of school age².

Nowadays, didactic games are widely used in primary education, taking into account the age, literacy and intellectual abilities of students. The difference between didactic games and other types of games is that these games play an important role in educating primary school students. Students gain knowledge, skills and abilities through participation in such games. The practical significance of didactic games is that the teacher instructs children to perform and solve mental tasks through play. This will increase students' interest in learning new information. In the educational process, it is advisable to use such games as a form of education, rather than to strengthen knowledge.

The concept of psychological training and its tasks: psychological trainings serve to develop the following skills in students: access to communication and socialization; problem solving and decision-making; self-awareness, self-assessment; affinity for stress; culture of working in a team.

Scientific foundations: psychological trainings are organized based on the following scientific foundations:

Humanistic psychology-the need to fully understand and develop personality;

Cognitive-behavioral approach-teaching control of negative thoughts and emotions-social psychology-understanding social interactions in a group;

A reflective approach is to encourage analysis of one's own thoughts and feelings. Forms and techniques of training: forms of training suitable for students include: Role-Playing (psychodrama, improvisation);

Simulation training (problem situations are modeled); communication circles (exchange of ideas); exercises and relaxation techniques (calm down, concentration)³. Trainings are held in 3 stages: motivational introduction: arousing enthusiasm in participants; Main activities: exercises, role-playing games, group work;

Reflection and conclusion: analysis of acquired knowledge and emotions.

Taking into account age characteristics, it is necessary that psychological trainings are organized differently depending on the age of schoolchildren: primary classes: more games, emotional support, fantasy-based exercises;

Middle classes: friendship, communication with the team, emphasis on self-expression skills; upper classes: personal position, goal setting, decision

Let the school psychologist constantly monitor the mental state of students.

² Ellis, A., & Dryden, W. (1997). *The Practice of Rational Emotive Behavior Therapy*. New York: Springer Publishing Company

³ Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.



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They not only improve the psychic state of students, but also make the social environment at school healthier. Such training should take a permanent place in the educational process. Training in cooperation with not only psychologists, but also class leaders and social educators increases efficiency.

Humanistic psychology (K. Rogers, A. Maslow): trainings based on the presence of enormous development potential in each individual contribute to the participants' self-awareness and self-expression.

Cognitive-behavioral approach (A. Ellis, A. Beck): during training, students are given skills to think positively, manage stress, and change negative thoughts.

Social learning theory (A. Bandura): by learning on a Model basis, students acquire effective social behavior: Forms and methods of training

Designed for schoolchildren: Self-esteem and motivation trainings: forming a positive "I-Concept". Each training is conducted in stages: introduction (setting up a relationship), main part (exercises, rollers, group discussions) and final stage (drawing conclusions, exchange of ideas).

Conclusion:

Psychological trainings organized for schoolchildren play an important role in strengthening their mental state, developing their personal and social potential. Trainings not only train students to cope with internal problems, but also prepare them for a successful social life in the future. Therefore, it is necessary for every school psychologist and pedagogue to carry out trainings as an integral part of the educational process.

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